



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

55 N. Greenfield Road, Gilbert, AZ 85296

Gilbert Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Excelling
2004-05	Excelling
2003-04	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Dr. Lowell E. Fox
 Schedule : 06:30 AM to 04:00 PM
 Grades : 9-12
 Web Address : gilbert.k12.az.us/info/schools/
 Phone Number : (480) 497-4024
 Fax Number : (480) 507-1645
 E-mail : tla@gilbert.k12.az.us

Mission

The Technology & Leadership Academy Mission:

Deliver a rigorous curriculum in a structured environment.

Mentor students in academics, integrity, responsibility, accountability and leadership.

Prepare students for personal and professional success.

School / Academic Goals

ü Writing Across the Curriculum.

ü Meet or exceed AIMS standards for all students.

ü SEI Training - 15 hours for all faculty and administrators

ü Reading Across the Curriculum

Enrollment

October 1, 2005 School Year Student Enrollment : 117
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 41

Instructional Programs

- ü Honors Courses in All Core Curriculum
- ü Technology-based Learning

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The Academy is responsible for effective communication with parent regarding student and school issues. The Academy will make every effort, with parent support, to facilitate each student's needs and aid them in achieving their academic goals.

Parents

It is the parents'/guardians' responsibility to provide for the health and well-being of their student. The Academy expects that parents/guardians will be responsible for ensuring that student arrives at school on time, in uniform, prepared for class, and ready to learn.

Transportation Policy

Transportation will be provided in the morning only, from 'pick-up points' within Gilbert District boundaries. Students will be picked up at Desert Ridge High School and Highland High School and transported to the Technology and Leadership Academy. Parents/Guardians will be responsible for transportation after school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü NCA Accreditation after only two years in operation	2005
ü TLA Drill Team Grand Champion @ Desert Warrior Meet	2005
ü All 3 TLA projects place in CARSEF Science Fair	2005
ü 1 College scholarship from the U.S. Bowling Council	2005

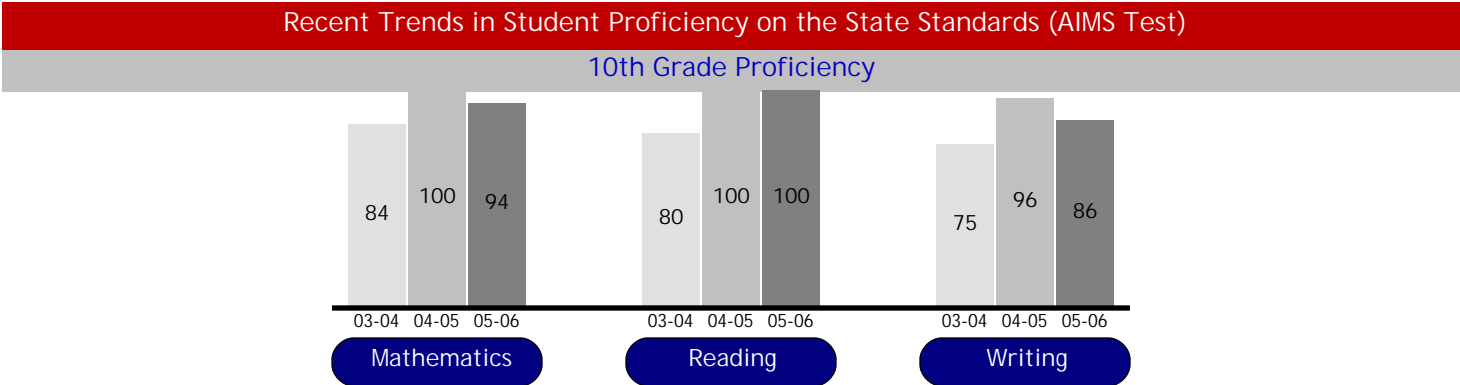
10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	2732	71130	100	93	95	724	727	701	NA	6	23	6	7	13	75	59	51	19	28	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1418	35465	NC	95	96	NC	728	702	NC	5	21	NC	6	13	NC	61	53	NC	28	13
Male	23	1314	35648	100	90	94	727	727	701	NA	6	24	4	7	12	74	58	50	22	29	14
African American	NC	137	3868	NC	93	95	NC	701	686	NC	16	33	NC	20	17	NC	53	45	NC	12	6
Hispanic	NC	363	25103	NC	88	95	NC	708	685	NC	11	34	NC	13	16	NC	61	45	NC	15	5
Asian/Pacific Islander	NC	112	1805	NC	96	98	NC	741	731	NC	4	9	NC	4	7	NC	48	50	NC	45	34
American Indian/Alaskan Native	--	21	4241	--	78	90	--	722	679	--	10	39	--	10	19	--	48	39	--	33	3
White	28	2099	36075	100	93	95	727	732	715	NA	4	12	7	5	9	71	60	58	21	31	21
Students with Disabilities	--	88	5862	--	32	71	--	689	658	--	33	63	--	19	15	--	34	20	--	14	2
Students without Disabilities	32	2644	65268	100	99	98	724	728	705	NA	5	19	6	6	12	75	60	54	19	29	15
Limited English Proficient Students	--	29	4859	--	94	93	--	688	662	--	38	64	--	10	15	--	41	20	--	10	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	NC	349	22957	NC	87	93	NC	712	685	NC	10	34	NC	13	17	NC	62	44	NC	15	5
Non-Economically Disadvantaged	27	2383	48173	100	93	96	727	730	709	NA	5	17	7	6	11	70	59	55	22	30	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	2921	73018	100	99	97	739	722	703	NA	2	6	NA	11	23	86	75	64	14	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	1482	36181	100	99	97	738	726	708	NA	1	4	NA	10	21	83	75	65	17	14	9
Male	24	1439	36816	100	99	96	739	717	699	NA	3	7	NA	12	24	88	76	62	13	9	7
African American	NC	148	3976	NC	98	96	NC	698	689	NC	4	8	NC	25	29	NC	66	59	NC	5	3
Hispanic	NC	405	25801	NC	98	96	NC	702	683	NC	5	10	NC	21	34	NC	68	53	NC	6	3
Asian/Pacific Islander	NC	116	1812	NC	100	98	NC	726	722	NC	1	3	NC	12	15	NC	72	66	NC	15	16
American Indian/Alaskan Native	NC	27	4389	NC	93	93	NC	697	675	NC	7	9	NC	26	42	NC	59	47	NC	7	1
White	31	2225	37024	100	99	97	739	727	721	NA	1	2	NA	8	12	90	78	73	10	13	13
Students with Disabilities	--	261	7170	--	96	85	--	669	654	--	13	23	--	44	47	--	43	29	--	1	1
Students without Disabilities	36	2660	65848	100	99	98	739	727	708	NA	1	4	NA	8	20	86	79	67	14	13	9
Limited English Proficient Students	--	30	5099	--	97	95	--	656	641	--	20	29	--	47	59	--	33	12	--	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	NC	393	23912	NC	98	94	NC	704	681	NC	4	10	NC	17	36	NC	74	52	NC	6	2
Non-Economically Disadvantaged	31	2528	49106	100	99	98	742	725	714	NA	2	4	NA	10	16	84	76	69	16	13	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	2931	72810	100	99	96	708	701	685	NA	2	6	14	16	30	78	74	58	8	8	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	12	1488	36111	100	99	97	714	711	695	NA	1	4	17	9	23	67	79	65	17	10	8
Male	24	1443	36678	100	99	95	705	692	674	NA	3	9	13	23	36	83	69	52	4	5	3
African American	NC	150	3962	NC	99	96	NC	684	675	NC	4	8	NC	27	33	NC	68	55	NC	1	3
Hispanic	NC	409	25735	NC	99	96	NC	690	669	NC	3	10	NC	24	41	NC	69	48	NC	4	2
Asian/Pacific Islander	NC	117	1809	NC	100	97	NC	707	704	NC	NA	4	NC	17	19	NC	74	65	NC	9	13
American Indian/Alaskan Native	NC	28	4370	NC	97	92	NC	684	670	NC	18	9	NC	11	39	NC	64	50	NC	7	2
White	31	2227	36915	100	99	97	707	705	697	NA	2	3	16	13	21	77	76	67	6	9	8
Students with Disabilities	--	259	7071	--	95	84	--	649	634	--	17	24	--	48	53	--	33	21	--	1	1
Students without Disabilities	36	2672	65739	100	100	98	708	706	689	NA	1	4	14	13	27	78	78	62	8	8	6
Limited English Proficient Students	--	30	5046	--	97	94	--	655	621	--	3	31	--	70	56	--	27	12	--	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	NC	394	23814	NC	98	94	NC	688	667	NC	5	10	NC	23	41	NC	67	47	NC	5	2
Non-Economically Disadvantaged	31	2537	48996	100	100	97	710	704	693	NA	2	4	10	15	24	84	76	64	6	8	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	97	65	NA	42	100	76	61	51	100	76	67	52
	Language	97	63	52	42	100	74	59	50	100	72	65	50
	Mathematics	96	82	75	63	100	70	62	50	100	78	67	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Technology and Leadership Academy

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 3 Student(s)

Council Duties

- Ü Academics
- Ü School Climate
- Ü Lunch Program
- Ü School Uniforms

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	11.00
Other Professional Staff	1.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	2	0	0
4 to 6 years	0	7	0	0
7 to 9 years	1	0	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	10
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Lab
- Ü Applied Technology Lab
- Ü Science Building

Extracurricular Activities

- Ü Kitty Hawk Air Society
- Ü Fencing
- Ü Yearbook
- Ü Kung Fu
- Ü Key Club
- Ü Bag Pipe Brigade
- Ü Drill and Ceremonies

Social Services

- Ü Health
- Ü Counseling

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü AIMS scores, goals met.

- ü TLA student, Class of 2006, received Sons of the American Revolution Enhanced Award for his essay, 'AFJROTC has changed my life.' Award consisted of a medal and a \$1,000 check.

- ü JROTC instructor awarded AFJROTC Outstanding Instructor of the Year for 2004-2005.

- ü TLA received 1st Place award from United Food Bank for donating 'The Most Pounds Per Student,' as result of our 2004-2005 Annual School Food drive.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	100	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Communicate effectively with students, parents, staff, faculty and community. Instituted School Uniforms.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Site Council	(480) 497-4024
Transportation Policy	Jay Morris	(480) 497-3300
Community Resources	Dianne Bowers	(480) 497-3300
School Nutrition Programs	Debbie McCarron	(480) 497-3300
Parent Organization	Booster Club/Sheila Lubanski	(480) 516-3672
Student Health/Nurse	Carol West	(480) 497-4024

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0243 Per page X 70 Copies = \$20.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.